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ABSTRACT

Intended for local human relations committees and commissions, this ideabook may serve as a do-it-yourself kit, a springboard for human relations action, showing concrete action steps that can be taken. Ideas and suggestions given in the booklet may be used to provide a basis for organizing a human relations committee; awaken the educational community to the vast range of human relations concerns; provide material for thought, discussion, roleplay, and personal involvement; and provide curriculum material for high school and college classes and in-service training of teachers. Activities suggested in Part I include surveys, contests, meetings and small group discussions, special events and celebrations, games and exercises, displays, multiethnic and multicultural education, special youth programs, conferences and workshops, community involvement and political action, and projects with young children and foreign countries. Part II, Think Tank, is developed for teachers needing an aid to stimulate deep thinking as a prelude to action. Action stimulators are of two kinds: (1) Situations, designed for either oral or silent reading and discussion to provoke an educational exchange of opinion, and (2) Roleplays, based on what happens in daily life. Both activities are followed by groups of questions around a related issue. (BL)

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HUMAN RELATIONS IDEABOOK

SE 013 410

HUMAN RELATIONS IDEABOOK

Human Relations Ideabook

A Do-It-Yourself Kit
For Local Associations

The HUMAN RELATIONS IDEABOOK was originally intended for local human relations committees and commissions. It was produced in response to the many requests of individual teachers, local education associations, state education associations, and regional offices of the NEA. This book was written primarily with educators in mind, but it can also be useful to other professions and to other organizations.

The ideas and situations given here might have the following uses:

- to provide a basis for organizing a human relations committee
- to help make a small human relations group larger
- to help revitalize a dead human relations group
- to awaken the educational community to the vast range of human relations concerns
- to provide a better springboard for human relations action, and to show concrete action steps that can be taken
- to provide human relations material for thought, discussion, roleplay, and personal involvement
- to provide curriculum material for high school and college classes, and in-service training of teachers.

This book of ideas is only a guide to action. You may have other ideas about what you want to do and how you want to do it. Be as creative as you wish in making your own unique additions according to local conditions and needs.

Good luck with your action program!

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". . . the United States, since its beginnings, has been composed of separate and unequal societies. There is the Western European society of the white majority; there are the societies of the black, poor white, Mexican American, Puerto Rican, and Indian minorities. To fulfill the principles upon which this country was founded, America will have to reform its institutions so that all the cultures within it will be accorded equal respect; all citizens, equal rights."

from "Schools of the Urban Crisis," the Task Force on Urban Education Report

". . . Los Estados Unidos, desde su origen, han estado formados por sociedades separadas pero iguales. Existe la sociedad europea occidental representada por la mayoría blanca; existen las sociedades de los negros, de los blancos pobres, los mexicano-americanos, los puertorriqueños y la minoría india. Para cumplir los principios en los cuales esta nación fue fundada, los Estados Unidos tienen que reformar sus instituciones de modo que todas las culturas sean igualmente respetadas: para todos los ciudadanos los mismos derechos."

De "Escuelas de la Crisis Urbana" del Reporte de la Misión Investigadora de la Educación Urbana

PART 1:

Ideas

"I want my children to get a better education than I did, so that they will live a better life than I'm living now."

Quote from a parent, Welch, W. Va.

"Quiero darle a mis hijos una educación mejor que la mia para que su vida sea mejor que la que yo tengo."

Cita de un padre, Welch, W. Va.

Surveys

Do a survey of local textbook needs in the area of human relations, using committee members and others who are interested, and make recommendations. Here are some suggestions for starting:

- for a beginning survey, narrow the focus to a specific area of textbook needs (minorities in textbooks, more textbooks with human relations content for senior high schools, more textbooks with human relations content for primary grades, etc.)

- rather than try to cover everyone, construct a survey sample of teachers, parents, and students

- use this mini-survey as a guide to further action rather than a finished product in itself

- if you have the time, membership, and resources for an *in-depth comprehensive survey*, you should plan for six months to a year of hard work, with published results and a related action plan.

Involve teachers, students in school, and even dropouts in doing a survey of local student needs in human relations and make recommendations. Some examples of specific questions would be:

"Are students from minority groups included in after-school activities?"

"Would you like to see a human relations course for students in your school?"

Remember to select a representative sample rather than trying to interview all students.

Do a survey of parent needs and parent involvement in local education issues, using committee members, parents, and others who are interested. Make recommendations. Again, pinpoint the information to be gathered, and make the questions simple and specific. Be sure to contact parents who are known to be "troublemakers" as well as cooperative parents.

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General Activities

Distribute press releases on human relations events to local media. It isn't necessary to wait for special days. The local association can make its own special observances.

Produce and distribute a local human relations newsletter periodically.

Publish a resource book on human relations materials available locally. Examples of such materials would be: books in the local library, reports done by the area civil rights commission, reports and materials from social agencies on community issues, local rental outlets for human relations films, etc.

Plan a unified campaign for the year entitled "Human Relations for all Seasons." Have one focus for each season.

Make a summer human relations calendar for personal growth and distribute it to teachers. Let this include books to read, movies to see, speakers to hear, and special community programs that will be held throughout the summer.

Compile a yearly human relations report with facts and statistics on human relations in schools in your area. The report could include data about the adjustment and treatment of minority group students and teachers in area schools, the kind of special services offered to students, the presence or absence of student-faculty committees, and so forth. Pull no punches, and make realistic recommendations which can be followed. This report can be used as a resource for a period of time.

If you have money or can raise it, sponsor a 16mm film on human relations in the area for local use, using "cinema verité" techniques. Pull no punches, stick to a unified theme, and use this film to expose conditions and to stimulate action.

If your town or school district is small, establish a human relations suggestion box in the faculty rooms of schools. After a few months, collect the results, and have an open discussion to decide what to tackle first.

Plan and carry out a bi-monthly forum on human relations issues in education. Examples are: voucher plans, firings of black teachers caused by desegregation displacement, performance contracts, year-round school, selection of school materials relevant to *all* children, etc.

Contact the State Office or the Regional Office of NEA and its affiliates to get information on regional human relations events. Make plans for group attendance at one event.

Start a project to recruit more minority teachers, principals, and other administrators in your school system. Let your group take a public stand against discriminatory hiring practices.

Start a project to increase the minority membership in your association by 50%.

Start one new human relations committee in your area other than your own.

Select a school predominantly of one race or ethnic group and do all the necessary groundwork to arrange a joint exchange with a school predominantly of another group. These and other exchanges can be done, depending upon your area: Caucasian-Chicano, Black-Caucasian, Caucasian-Indian, Oriental-Black, etc. Record and film student reactions, and discuss as a group later. Avoid paternalism. Make plans for other similar events.

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Work with a newly desegregated elementary or secondary school to improve human relations. Adopt this as your project. Talk with the principal, with teachers, with parents, with students; display information; work with this school for one year on all levels. Examine your own attitudes in the process.

Recommend that your school system hire a qualified human relations coordinator and that it establishes a human relations office. Plan a campaign to set up such a program and office.

Start a task force to ensure that minority group members are represented on all committees, commissions, and programs of your local association and of the other organizations with which you work. If not, take an aggressive approach. Suggest names, present facts, step up recruitment, and press for action.

Examine the public stand on discrimination taken by the local association. If a strong public statement has not been made, recommend one and do the lobbying necessary for its adoption.

Contests

Have a city-wide student essay contest on "How I Learned About Prejudice." The essays can be written, dramatized, photographed, or filmed. Give prizes, and arrange local publicity. Such a contest could be used as a kickoff for the year's activities, could be geared to a special day such as International Human Rights Day on December 10, or could be used as a close to the year's activities.

Have a city-wide student photo contest on human relations. The subject of "human relations" can cover one specific area such as *children sharing something*, or it can cover a broad general area such as pictures showing *love of mankind* in some way. In addition, the judges and planning committee can establish guidelines for size, theme, and content, and publicize these as criteria for selection.

Have a city-wide student film contest on human relations. The contest entrants can be left on their own to make the best film showing their ideas on human relations, or a tighter structure can be set up limiting the entries to one or two themes: race relations among children; the generation gap; etc.

"I try to discipline, and I try to teach. The children come to school hungry, tired, ragged. What can one teacher do?"

Quote from a teacher, Houston, Texas

"Intento disciplinar. Intento enseñar. Los niños vienen a la escuela hambrientos, cansados, andrajosos. ¿Qué puede hacer un maestro?"

Cita de un maestro, Houston, Texas.

Meetings and Small Group Discussions

Have a night of general human relations films and discuss afterwards the relationships between people.

Have a roundtable or panel debate on "American History: Fair or not?" Are the roles of Blacks, Chinese, Chicanos, Japanese, Native Americans (Indians), and other groups adequately represented? Why or why not? What can be done about it? Does this have possibilities for a local television panel?

Do the same for World History.

Sponsor a street corner taping and/or 8mm filming of the "man in the street" and what he considers the biggest human relations problems in the area. After a representative sample of responses, view and discuss the results. Can this grow into a community-wide project?

Discuss the current local movies from a human relations perspective. Are there any to be strongly recommended?

Discuss the current television shows from a human relations perspective.

Critique current motion pictures and television offerings about Native Americans (Indians) and other minority and ethnic groups. Do present trends combat stereotypes or foster them? Examine portrayals of:

—the skulking Indian
—the grinning Negro
—the Mexican thief
—the Jewish mother
—the Italian gangster
—the drunken Irishman
—the "inscrutable Oriental"
—the stupid helpless woman of any race
—the "henpecked husband" of any race

After carefully looking at the situation, what action steps do you consider appropriate? Can any programs or movies be strongly recommended? Why? Can this grow into a community-wide forum, program, or project?

Programs, Special Events and Celebrations

Honor a person who has been outstanding in human relations in your area. This ceremony could be used as a kickoff for the season's activities, geared to a special day such as International Human Rights Day on December 10, or used as a close to the yearly cycle of activities.

Sponsor a community symposium on racism. Invite speakers; show films; arrange publicity; invite teachers, church groups, local legislators, parents, students, etc.

Sponsor a forum to "Discuss the Taboos." This would include speakers on sex education; on the spread of venereal disease among teens and young adults and recommended educational programs to combat this; on unwed parenthood, and community facilities and educational programs to meet the resultant needs; on other areas that some may consider "taboo." Set up the forum for education rather than for violent exchange of opinion, and use expert consultant help if necessary.

Sponsor a forum on "Why Have School?" The object is to stimulate new ways of thinking. Have experts in for pro and con discussions. Solicit student opinions to get different viewpoints. Discuss your reactions afterwards.

Sponsor a local TV program on human relations. Work with the station, the producers, and other staff to present a program that has impact in your area.

Have an "Ethnic Cuisine Night," featuring "Soul Food," tacos and enchiladas, egg rolls, arroz con pollo, hibachi cooking, and food from other minority and cultural groups. You may want to vary this by sponsoring a dinner at a minority restaurant not normally used by your group.

Have an "Ethnic Read-In." This is a night where materials of minority groups not ordinarily read are available: Ebony; Jet; American Indian Historian; Spanish-language newspapers; and so forth.

Sponsor a human relations craft fair, featuring workmanship of Oriental Americans, Latino groups, Native Americans (Indians), Appalachian Whites, Blacks, etc. The theme is: "Each has something to offer." If crafts are sold, use the money to advance human relations locally.

Sponsor a "Human Relations Book Fair," featuring books about children of minority groups.

Recognize special days and weeks, such as International Human Rights Day on December 10; January 15, birthday of Martin Luther King (Human Relations Day); Negro History Week; etc.

We are all human beings, and if we realize this, we will be able to talk about implementing cultural pluralism in instructional programs. Instructional programs are for human beings."

—Jose Nilo Davila-Lanausse, Puerto Rico

Somos todos seres humanos, y si nos damos cuenta de esto, podremos hablar de cómo cumplimentar el pluralismo cultural en los programas educacionales. Los programas educacionales están hechos para los seres humanos."

—José Nilo Dávila-Lanausse, Puerto Rico

Games and Exercises

Devise a "prejudice exercise" for adults. It can be an experience in discrimination based on eye color, hair color, short versus tall people, urban versus suburban people, etc. This exercise, if well planned, can last from one day through a weekend. Ask participants to provide feedback when the exercise ends. A skilled consultant in human relations should be called in to assist if necessary. After participating in the exercise, what ways to combat prejudice in your community do the participants recommend?

Devise the same type of exercise for classroom teachers to use with students. The same kinds of discrimination experiences can be used, with the addition of barriers being set up between children of large families versus children of small families. Plan this for one day of discrimination toward the "out group" and use a second day for discussion. For special emphasis, let the groups reverse so that the former "in group" becomes the "out group."

Devise an adult human player game on combined economic and racial prejudice, with participants divided between "suburbs" and "ghetto." What did the participants learn from this experience, and what do they recommend as a follow-up?

A friend is a good thing to have
No matter of the color
No matter of the way they look.
You will always have to have a friend
No matter how they look.
How do you think you would feel
If someone didn't want you?
Just think how you would feel
Without a friend.

by Cordia Bishop, age 12
Columbus Intermediate School
Berkeley, California
from the book "From Children With Love"

Es bueno tener un amigo
No importa su color
No importa su apariencia
Siempre deberás tener un amigo
No importa como sea su aspecto
¿Cómo tú opinas que te sentirías
Si alguien te repudiara?
Ahora, piensa cómo tú te sentirías
Sin un amigo.

por Cordia Bishop, edad 12
Escuela Intermedia de Columbus,
Berkeley, California
Del libro "De Los Niños Con Amor"

Displays

Set up school displays on music and dance of minority groups: Chicanos, Puerto Ricans, Blacks, Native Americans (Indians), Appalachian Whites, etc. Encourage teachers to include this in their units.

Prepare displays on the achievement of minority groups in all fields: Mexican American, Asian American, Black American, etc. Encourage teachers to include this information in their units of study and to learn more about this themselves. They can involve students in the research.

Multiethnic and Multicultural Education

Have experts come in and discuss multiethnic and multicultural and other studies, and how to incorporate them into the local curriculum.

Arrange a "Community Awareness" tour of local Black History spots: monuments, museums, historical homes, trails, markers and plaques, etc. Obtain qualified commentary. What materials for local school use can be developed from this?

Do the same thing with the local history of other minority groups in the area such as Chicanos, Puerto Ricans, Asian Americans, etc. Extend this also to Caucasian groups whose contributions may not be emphasized in general history books: the Norwegians and Swedes of Minnesota, the Cajuns of Louisiana, the Basque farmers of Idaho, etc. Do not forget that *every* area has Indian history. What materials for local school use can be developed?

Ask local citizens from minority groups to come in and speak to teachers on their history in the area, their residence in the area, what their experience in the local schools was, and related topics.

Take a look at bilingual education in your school district. Is it being used to improve communication skills, or does it tend to destroy cultures and customs? Advance the communications viewpoint, gather and disseminate information on this, have speakers, and conduct other related activities.

Look into the possibilities of setting up a human relations class for high school students for credit. Involve the students in any decision making.

Sponsor a "Human Potential Study" to investigate whether every child in your school district has a chance to develop as a person, regardless of race. This means checking accessible educational facilities for the "exceptional" child: the gifted and exceptionally brilliant, those talented in the performing arts, the physically handicapped or ill,

the mentally retarded, the emotionally disturbed, and children with other special situations. Make recommendations when you finish, and make a realistic action plan. If you can afford it, publish the results. If not, call attention to what you have found through the local newspapers, radio and television stations. Be sure that your recommendations offer chances for a multicultural mix in all facilities.

See that general human relations materials, materials on minorities, and materials on racism are in adequate supply in the public school libraries, and the local public library.

"The students want to play a part, too. We have ideas. We have something to say. Won't somebody listen to us?"

Quote from a student in Buffalo, N.Y.

"Los estudiantes quieren tener su papel también. Tenemos ideas. Tenemos algo que decir. ¿Es qué nadie quiere oirnos?"

Cita de un estudiante de Buffalo, Nueva York

Special Youth Emphasis

Sponsor and help to organize student human relations committees in the local high schools.

Is there a generation gap? Sponsor a "Generation Gap" night for discussion between parents, students, and teachers.

Look into the possibilities of setting up a human relations class for high school students for credit. Involve the students in any decision making.

Write and distribute pertinent materials to vocational high school students who are working and going to school, or who are job hunting. Find out if there is discrimination in hiring these students or in setting up work-study programs. If so, take action.

Work with the local Student NEA on their human relations projects. Coordinate with them.

Sponsor a "Communications Happening," stressing better human relations communications between students and teachers.

Does your locality or state have a youth bureau? Study it and make recommendations in the following areas: human relations, meeting youth needs, involvement of youth in decision making, qualified staff, relevant policies, etc.

Does each high school in your area have some form of student-faculty policy committee? Recommend this, and draw up an action plan for implementation.

What is the local dropout rate? Why? Are there street academies and other facilities to draw these students back to school? Study and make realistic recommendations. Develop an action plan through which in-school students can recruit returnees among dropouts.

Start a project with local elementary and high school guidance personnel: "Guiding and Counseling Minority Youth." Prepare bibliographies of materials, and hold discussions and meetings on this subject. Involve local youth in a panel discussion about what they look for and need in guidance.

Do area schools still have dress codes, stringent regulations, and other codes that students are questioning? Set up a "Student Day" or "Student Night" during which students specifically discuss the codes at school and what they would like to see. Study their recommendations. Follow up these recommendations with discussion, and let a unified action plan grow out of this.

Form a committee with students to set up a student grievance procedure using due process.

Sponsor cross-cultural exchanges between students, even arranging home live-ins for a specified period if possible. These exchanges would be between races, between ethnic groups, between income groups, and town-country or city-suburb.

Assist students in organizing a tutorial program for low income elementary students, and elementary students with emotional problems or problems of physical health. Arrange for project consultation if necessary in the latter cases.

Expand the base of student part-time jobs in and around local schools.

Arrange for and involve students in the process of teaching classes for a day. This could be a special day called "Student Participation Day," "Student Awareness Day," "Student Power Day," etc. In some localities this is already done on "Senior Day," complete with an acting student principal and other officers. However, the name and seniority emphasis would have to be changed when other classmen are involved.

Conferences and Workshops

Sponsor a three-way symposium on classroom discipline and its relationship to teacher attitudes. Invite parents, teachers, and students of all ages.

Sponsor a workshop for local librarians on human relations and materials.

Sponsor a local human relations conference, with emphasis on experience-based learning. Be sure to include students, school board members, and community representatives among the participants.

Help Students To Plan and Sponsor Their Own Human Relations Conference, and To Arrange for Their Own Publicity.

Have a program in which teachers roleplay human relations situations and discuss them.

Sponsor a teacher retreat to discuss racism and racial feelings.

Sponsor a Human Relations Encounter Workshop for teachers and administrators, *carefully supervised by qualified professionals with experience in this area.*

Hold a workshop on teacher relationships with special personnel such as school social workers, school nurses, school psychologists, and other special resource people.

Organize a school-community relations conference, with parents and community groups leading. This might be done in connection with a proposal to the Board of Education that a community relations person be hired. Be sure to invite and involve school board members.

Join with other human relations groups to plan multi-county, all-city, or statewide human relations workshops or conferences. Participants may include parents, administrators, school board members, community activists, students, and classroom teachers.

Sponsor a human relations seminar *for principals only*. The theme would be: "How can I improve the human relations climate in the total school?" This can be an area-wide conference if it is a small area. Call on expertise from state and regional sources and the NEA national offices.

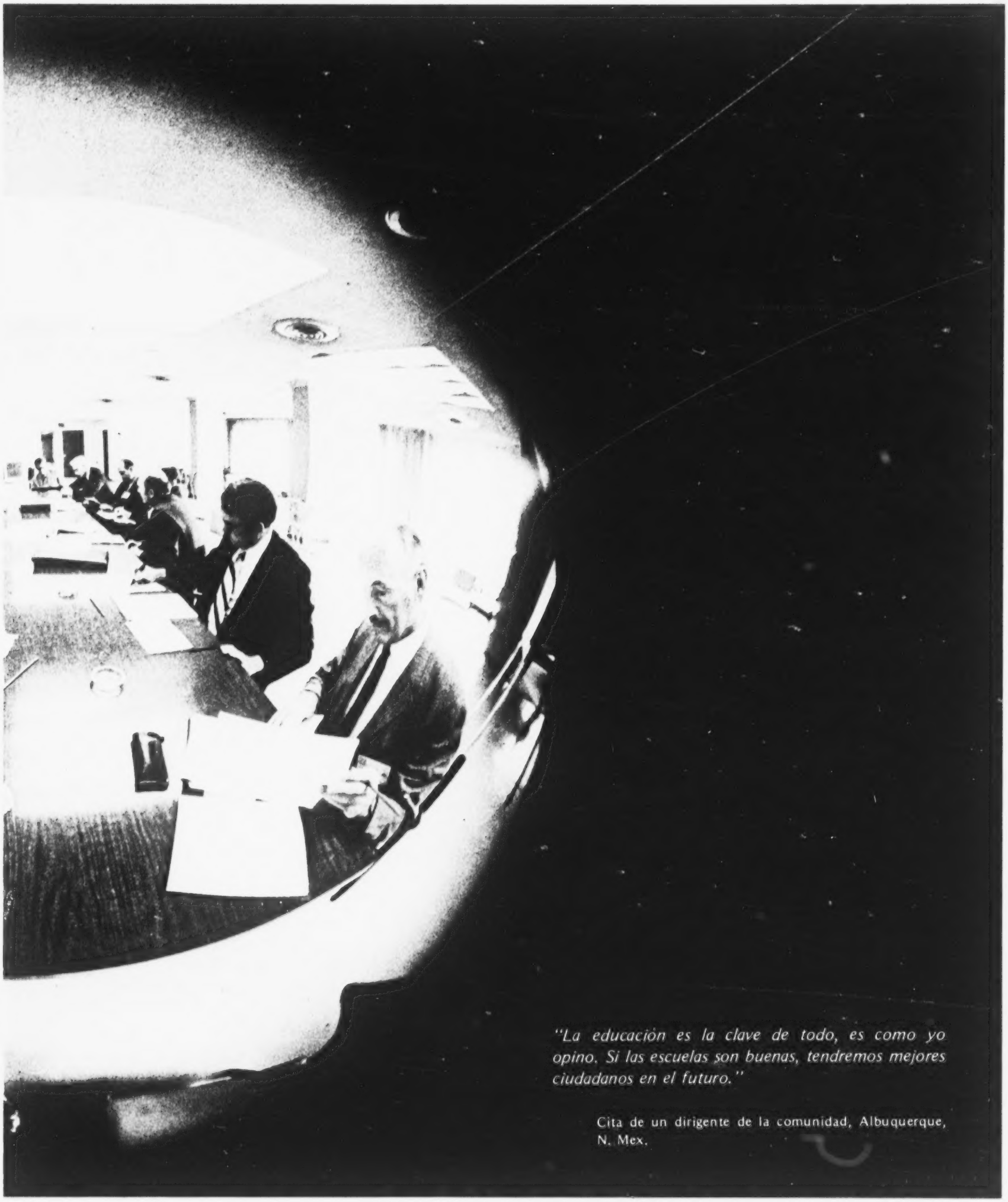
Sponsor a workshop on "The Urban-Suburban Dilemma," involving participants from the inner city as well as the suburbs. The emphasis should be on the interrelatedness of metropolitan problems in education and in other areas.

Have a one-day conference on "Human Relations in the Classroom." Show classroom interaction films, let teachers roleplay being students, have a panel of elementary school pupils to tell what they would like to see, have a speaker plan an exhibit. The general themes would be: "Examine your attitudes toward children;" "information is not enough."

Plan and hold an "All-County Conference," during which participants from rural communities and the adjoining small towns get together to discuss mutual concerns, problems of isolation if any, problems of pooling resources, problems of involving people who are separated from each other by distances, and the possibilities of countywide action. For greatest enthusiasm, this might follow another well known local event such as a County Fair or a County Festival, when people are already somewhat drawn together and feeling closer to one another.

"Education is the key to everything, the way I see it. If the schools are good, we'll have better citizens in years to come."

Quote from a community leader, Albuquerque, N. Mex.



"La educación es la clave de todo, es como yo opino. Si las escuelas son buenas, tendremos mejores ciudadanos en el futuro."

Cita de un dirigente de la comunidad, Albuquerque, N. Mex.

Community Involvement and Political Action

Sponsor a drug abuse information program for parents and teachers. Use state and local experts as consultants.

Sponsor a seminar on school decentralization, with pro and con points of view. Use heavy parent and community participation.

Check the Title I Parent Advisory Committees in your area (ESEA) and see if parents from all minority groups in the area are adequately represented. Also do this for other parent liaison groups.

Sponsor a special forum for parents of Indian children, to find out what changes they would like to see in the schools. Be sure to include the students themselves, and give them a chance to speak for what they want as well.

Attend a meeting of the local poverty program, Model Cities, or other community action group. Discuss the meeting afterwards, as well as planning action steps on working closely with this group.

Are there housing projects in your area which house a number of school children? Are any activities there with a human relations emphasis? Can a human relations representative be selected to serve as a liaison between the project and the schools, through the human relations committee? Study the situation, make recommendations, and take steps to establish some relationship between the schools and public housing.

Is there a Legal Aid Office in your area, or a Neighborhood Legal Service Program? Invite a speaker to talk about the legal problems that affect children and their parents, especially those with a human relations emphasis. Make recommendations.

Find out what projects local "civil rights" groups are working on, and cooperate with one that can be followed through to the end.

Have a "Legislative Be-In." Invite local and state politicians in to speak. Ask about a human relations focus in the policies they propose. If an election is near, spearhead a confrontation with the candidates on a human relations basis.

Lobby for additional human relations legislation on the local and state levels.

If your group is ambitious and well organized, you might decide to sponsor a candidate with much human relations reform on his agenda, or you may even decide to run yourself.

Tour a local ghetto. In most cases this will be an area where non-whites reside, but areas where concentrations of poor whites live should not be ignored. Talk with people who live there. When you return, discuss your reactions as a group—both emotional and intellectual. What meaningful action will you take? Discuss your reactions to children from these areas in the classroom.

Sponsor a forum or information session for low income parents and others on school board functioning: how it works, how to attend the meetings, elementary parliamentary procedure, etc.

If an Indian reservation is nearby, visit it. Talk with the people if possible—about their hopes, aspirations, fears. Observe the conditions. Find out about the government rules and regulations that pertain to the reservation, if any. Discuss the experience when you return. What meaningful action will you take?

Plan a campaign to get more minority group members on the school board.

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Plan a campaign to get a student representative(s) on the school board.

Prepare a statement on human relations for school board meeting. Take a public stand on human relations issues with which the board is or ought to be concerned. Select a representative to read and discuss the statement at the meeting.

Sponsor a special forum for parents of Indian children, with the purpose being plans for change in the schools which their children attend. Include the Indian students themselves, and make a place in the forum in which they can express their views, and play a significant part in the planning.

Fair housing may be an old issue, but it still has not been solved. Talk with black teachers on their housing problems. Talk with teachers of other minority groups if there is a history of housing denial to these groups in your area. Invite speakers of local fair housing groups to speak. Take out a group membership in such an organization.

Visit the local city or area human relations commission and find out what they are doing. Make recommendations concerning omissions or neglected actions.

Conduct a voter registration drive to register 18-year-old voters, and support local constitutional changes that will allow young adults of this age to vote in local elections.

Start a write-in to local congressmen, asking them what they are doing to involve the youth of the area in the governmental process. Involve local youth in this process. This might evolve into a joint "Governmental Awareness" project with the high school(s) human relations committee(s).

Projects With Young Children

Plan a one-week summer human relations day camp for children. Carry it through to the end.

Make a survey of special facilities needed for children in your area, especially with a human relations emphasis: adequate recreation, mental health clinics, day care, enough community-school programs, etc. Do they adequately serve all races? Make recommendations.

Talk with health officials about health problems of local school children. Is there anything that can be done through the schools? Make recommendations.

Sponsor a year-long project of looking into education for local migrant children. Investigate what your state and locality are doing about it, and recommend what needs to be done.

Assist students in setting up and staffing a day care center for low income mothers. This could be a joint project between your committee and the area high school(s) human relations committee(s).

School lunch programs are usually a pain for teachers, and they may be equally inadequate to meet the needs of the hungry child. What are local practices? Is there a stigma? Campaign against the stigma through school displays, and recommend better policies if they are needed.

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Foreign Outreach

Contact the NEA Teach Corps and investigate how you can establish a link with an overseas country.

If there are embassies in your area, or a group like *Servas*, investigate how you can meet and entertain foreign teachers. Discuss foreign approaches to education. Is there anything that can be recommended for use locally?

Establish correspondence with a teacher(s) in another country. Follow this through as a year-long project. What problems is this person facing in educating children? Are they similar to yours? What can be gained: publicity, increased world knowledge, person-to-person communication, broader thinking?

I see hope in your eyes,
In your voice, in your face.
I see your hope as a distant dream
fading in darkness.
Quick! Light a torch
Bring it back to life
Keep your hope with you
Never let it go,
Hope can blacken a dream
And shine in reality.

by Jacqueline Ford, age 11

Veo la esperanza en tus ojos
En tu voz, en tu rostro
Veo tu esperanza como un sueño distante
que se pierde en las tinieblas
¡Pronto! Dále luz
Devuélvele la vida
Guarda la esperanza para tí
Nunca la dejes ir
La esperanza puede anublar un anhelo
Y hacerlo resplandecer en la realidad.

por Jacqueline Ford, edad 11

Columbus Intermediate School
Berkeley, California
from the book "From Children With Love"

PART 2:

Think Tank

INSTRUCTIONS

This part of the IDEABOOK was designed in response to teachers who expressed a need for an aid to stimulate deep thinking as a prelude to action. The "think tank" material might have the following uses:

- to provide material for preliminary discussion among a small unorganized group of teachers who want to act but who don't know where to start
- to serve as a focus for a regular human relations committee meeting of the local education association
- to provide a kickoff for an intense brainstorming session in a small group
- to stimulate new and innovative action plans for local needs
- to provide an avenue for new ways of thinking.

There are two different kinds of "action stimulators" in this section:

1. The **Situations** are designed for either oral or silent reading and discussion by a small-to-medium-sized group. They are philosophical in nature, but based on real situations and designed for a maximum of questioning and exploration. They should help provide insight into the constant questions: "Where am I at as an individual?" "Where are we at as a group?" Following each **Situation**, there are groups of questions around a related issue. They are constructed to provoke an educational exchange of opinion rather than to start an argument. There are five **Situations.**

2. The **Roleplays** are suitable for a small or medium-sized-to-large group. The "actors" should be participants from the group with little or no advance preparation except the willingness to be honest and to put themselves into a given role for a short time. The **Roleplays** are not directly related to the **Situations**, although they too are based on what happens in daily life. The **Roleplays** are constructed to lead to the same goals as the **Situations**, and their questions are also divided into related groups. There are four **Roleplays.**

Extra Dimension

To add an extra dimension, the **Roleplays** can be varied in the following ways:

a. Following the discussion, the "actors" can continue the play for as long as they and the audience wish.

b. Following the discussion, **other participants** can take the roles to see if they would react differently. The total group can then discuss their new actors, and the discussion can continue on and on, depending upon time and other priorities.

c. Either before or after the discussion, **the same participants can switch roles** so that the group can see how they would react as a different person. For instance, in Roleplay #1, the person playing "Senora Lopez" could switch and now play "the Principal." This is particularly interesting if the participant takes a role opposite to what he has played at first: a middle class man now playing a poor man, a white man now playing a black man, an adult now playing a child, a husband now playing a wife, etc.

This section will be especially useful to educators, but it can also be used by other professionals and groups as well.

SITUATION I

Lebane High School has been integrated for the past three years—in both classes and extra-curricular activities. John, a black student who excels in all his subjects, joins the school debating team. Because of his brilliant discourse on the selected subject, "Pollution," the team wins the area championship. In the next meeting following the victory, John tells the group that the topic is irrelevant, and that the team should be discussing more important social problems. He proposes that they change the national debate topic, even if it means being disqualified. He also proposes that the team consider concerned students for membership whether their grades are good or not.

Janet, a white girl and a key debater with John, objects. She argues that the quality of the team would be lowered. She also feels that the subject of pollution is most crucial at this time, and she doesn't see why they should give up a sure state championship. "Winning is important in this school," she says. These remarks make John angry. He says that he will leave the team and organize other students who are mainly concerned about social problems like racism and poverty. "Why win if you're wrong?" he says. He asks you, as faculty adviser, to help him start the new group. What do you do?

Discussion Questions

Question Group I:

Is John right? Why or why not? Is Janet right? Why or why not? Would you work for change in the way that John wants? Would you let John go his own way? Why? As a faculty adviser, would you "cop out" and let the students on the team decide which way to go? (In some cases a "cop out" is good. Is it good here?) Should grade averages keep students out of school activities? Why or why not? Do grade restrictions discourage participation by students from minority groups? Why or why not?

Question Group II:

How important is it for students to win in school? How important is winning anyway, to youth or to adults? How important is it to *you*? Be honest in your answers. Are sports and other competitive "winning" events overemphasized in your school district? Why or why not? What is the difference between healthy and unhealthy competition?

Question Group III:

Expand this situation to the wider society. In many instances yellow, red, black, brown, and white points of view are quite different and even opposed to each other. Why? Expand this further to consider old and young points of view, as well as middle class and low income points of view. If we are in the same country, why aren't we all working toward the same goals? Is this desirable? Think hard. Where do you stand, and why?

Can any action plans come from this discussion?

ROLEPLAY I

Senora Lopez is a Chicano mother who comes to school in answer to a complaint that her son speaks Spanish rather than English in class and on the playground. The principal and other school authorities are apprehensive that he will never learn English this way. Senora Lopez has a good working knowledge of English, but she sees nothing wrong with her son speaking Spanish at all times if he wants to. However, she doesn't want him to be held back in school because of this. Players needed are a principal, a teacher, and Senora Lopez. The principal and teacher insist upon the value of English exclusively, while the Senora sticks to her guns. The initial roleplay should run at least 15 minutes.

Discussion Questions

Starter: Let each participant tell how he felt in his role.

Question Group I:

Are the principal and teacher right? Why or why not? Is Senora Lopez right? Why or why not? Should there be a school policy on language? What is the status of bilingual education in your school district?

Question Group II:

Expand this situation to the wider society. Fifty years ago many of the children of immigrants tried to forget their parents' language. Why are things different today? Should they be? What is the relationship between language and culture? What is the school's role in this relationship?

Can any action plans come from this discussion? At this point the "Extra Dimension" can be added, (refer to Instructions).

SITUATION II

An argument starts between two elementary school girls, each of whom insists she should be first in the lunch line. Betty, a white girl, and Margie, a black girl, exchange angry words. The squabble simmers all day and continues the next morning. Most of the white students in the class side with Betty; most of the black students, with Margie.

However, two girls refuse to take sides. Lisa, a black girl, and Nancy, a white girl, argue that Betty and Margie are both wrong for making an issue over such a small thing. Lisa suggests that the two girls flip a coin for a final decision. Upon hearing this, the other class members tear into Nancy and Lisa, and accuse them of being sell-outs. "You should stick up for your race no matter what!" a black girl shouts at Lisa. "What's

the matter with you, anyway? We won't play with you anymore if you don't take Betty's side," a white girl tells Nancy. Although both Nancy and Lisa are sure they are right, their classmates are now angrier at them than they were at the original argument. Nancy and Lisa ask their teacher what she thinks about the situation, and what she would do.

Discussion Questions

Question Group I:

Which set of girls is right? What should the classroom teacher do? Would you give the girls specific advice? Why or why not? Should the two girls stand up for what they believe in this instance, or are they being too "goody-goody?"

Question Group II:

Adult situations occur every day just like the children's situation described. In such a case, what do you usually do? What should you do? How do you as an adult face peer rejection? How would you as a member of this human relations group face criticism for a bold stand?

Question Group III:

Expand this to the larger society. Mankind generally puts family over race, and race over ethics. Why? Is this desirable? What operating philosophy do you take for yourself? What philosophy would you recommend for this human relations group?

Can any action plans come from this discussion?

ROLEPLAY II

In a high school laboratory course where the students have been permitted to help design the curriculum, Joe Chang-Wen, an Oriental student spokesman, presents the teacher with a demand to spend the rest of the year studying "Chinatown As A Ghetto." Joe points out that since a significant percentage of the student population there is Asian American, this is a very relevant topic. Bart Ferner, a white student leader, protests that this study will not do him any good in engineering school several years from now. The teacher is on the fence, as he always thought Chinatown was a pretty place and never considered it "a ghetto." Players needed are a teacher, Joe Chang-Wen, and Bart Ferner. The initial roleplay should run for at least 15 to 20 minutes.

Discussion Questions

Starter: Let each participant tell how he felt in his role.

Question Group I:

Is Joe right? Why or why not? Is Bart right? Why or why not? Is it desirable for the teacher to remain on the fence? In view of Joe's demand, is it desirable to have a student centered curriculum, or to let students have input into curriculum decision making? How should this be done? What is the status of student directed curricula in your school district? Should this status be changed pro or con?

Question Group II:

Expand this to the larger society. For many years everyone accepted a somewhat standardized form of curriculum. Now each minority group is demanding its own history and its own culture taught in class. Why are these demands being made now? Is this desirable? Why or why not? What is the status of ethnic related and multicultural courses in your school district? Should this status be changed? Do you as a teacher appreciate the contributions of other ethnic groups? Do you know about and appreciate your own ethnic group? Search yourself. What are your attitudes?

Can any action plans come from this discussion?

At this point the "Extra Dimension" can be added, (refer to Instructions).

SITUATION III

Susan Tedd is a 3rd grade teacher in an elementary school in an urban area. The area is small enough for its citizens to become known and recognized, but large enough to offer big city facilities. Susan's school is in a mixed neighborhood with a percentage of stable residents and small homeowners. It is well integrated with White, Black, and Puerto Rican children.

Miss Tedd decides to add something extra to her classroom. She gathers the children into small groups of 3, 4, and 5, and encourages them to talk about their feelings in a "self-expression time." They can discuss their families; their friends; how they feel about their classmates; their hopes, fears, and dreams. No one is allowed to maliciously criticize anyone else. Miss Tedd calls this a good exercise in human relations. The psychologist for the school district thinks it is excellent. He says that it has reduced tensions and anxieties, and he feels that activities such as this contribute to better mental health.

However, when the project is written up in the local paper, Miss Tedd comes under severe attack from all sides. Conservative members of the school board call it "communistic and communal education" and "a form of brainwashing away individuality." A group of young radical parents who are trying to gain public support for their own school call it "helping the children to adjust to a corrupt establishment," and criticize her for not teaching "Radical Political Education" in the groups. Susan is amazed at the furor. The principal does not openly back her, but the school psychologist sticks his neck out, and she gets backing from the local mental health association. She turns to the human relations commission of the local education association for more support. What happens?

Discussion Questions

Question Group I:

Should the local association make a statement? Should they take other action? If so, what kind? Should the association do nothing? Why or why not? Should Susan Tedd be having these therapeutic discussion groups, or is she way in over her head? Is the school psychologist right or wrong in supporting her? Is this a valid human relations situation? Discuss its validity and the possibility of occurrence in your locality.

Question Group II:

Is mental health part of human relations? If so, are the mental health and youth guidance facilities in your area adequate? Is there such a thing as a "therapeutic classroom?" If so, should all teachers try to have one, or just those with special talents? Does education have any relationship to emotional well-being? If so, what?

Question Group III:

Expand this to the wider society. Susan Tedd is caught between various factions with opposing views. What should happen when an entire school system is caught this way? What has happened in your community in the past? How do these opposing factions affect issues like school bonds, increases in taxes for education, providing better materials and facilities, etc.? Should these factions be ignored or appeased? What are your suggestions for "ironing things out" where a whole community is involved?

Can any action plans come from this discussion?

ROLEPLAY III

Samson Gurdie and his family have moved from a poor mountain community to a well-to-do suburban area in another state. His father was helped to find his job and partially pay for their spacious garden apartment by a sympathetic church outreach program. The suburban area is all white, and the closest school is predominantly so. Samson's dress, manners, and knowledge level are not on a par with the other children, who have never known a poor white family before. They make fun of his accent, and one of them says, "You act so stupid I don't believe you're white." A neighborhood committee has been formed to ask the Gurdie family to move. They say: "You white trash will run down Clear Acres. We would rather have a bunch of colored here than you." The family vows not to move, "no matter how stuck up you folks are." Players are Mr. & Mrs. Gurdie, Samson (to tell about his school experiences), a church representative on their side, two people from the Neighborhood Improvement Council who offer them money to move. For smaller groups, the parts of the church representative and one neighbor can be cut. The initial roleplay should run for at least 20 minutes.

Discussion Questions

Starter: Let each participant tell how he felt in his role.

Question Group I:

Does the Gurdie family have the right to live in such a "ritzy" area? Was the church right in helping them to move, or were they "meddling?" Are the neighbors right about their property values? Is property ever more important than people? If so, when? If not, why?

Question Group II:

What are the advantages of an economically mixed school? What are the disadvantages? Can Samson learn anything from his classmates? Can they learn anything from him? How does this situation apply to your school district?

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Question Group III:

Expand this to the wider society. We hear a lot about conflict between races, but not about conflict within a racial group. What usually brings the latter about? Name some examples of conflict within a race or ethnic group. Which is more important, social class or race? Why is it so hard for human beings to accept diversity and difference among themselves? Why is it so hard for *you*? Think hard and answer honestly.

Can any action plans come from this discussion?

At this point the "Extra Dimension" can be added, (refer to Instructions).

SITUATION IV

A black educator, Lan Green, has been appointed Director of Research in the Metropolitan City School System. No black man has previously held such a high position in that system. Two white employees, Fred and Bob, are engaged in conversation over coffee. Fred states that it is probably good that a black man has been appointed to a responsible position on the central administrative staff since the system has a substantial number of blacks at lower levels, but only whites at top levels. Bob comments that Mr. Green seems "a decent sort of fellow who knows what he's doing." At this point, Phil, a co-worker and friend, joins the men. He is adamantly opposed to the appointment, and hints at "pressures to appoint a Negro" regardless of his qualifications. He points out that Green's undergraduate work was done at some all-black college, and he speculates that it must have been an inferior school. He goes on to point out that Green didn't distinguish himself in graduate school, and he questions whether Green knows anything about research. Fred and Bob agree that there is no evidence that he does. Bob makes the point that increased black aggressiveness for "civil rights" has caused much unrest and that the country is "worse off" as a result. Fred and Phil agree. Phil goes on to say that "there are certain areas in which Negroes cannot be expected to excel," and research is one of them. Fred and Bob agree. It is now time to return to work. The conversation ends with the consensus that the appointment of Green was a mistake.

Discussion Questions

Question Group I:

Is Lan Green qualified for Director of Research? Why or why not? Would your criteria for qualification be the same if he were white? Higher? Lower? Why? Think about it and discuss.

Question Group II:

Can Phil's attitude be changed? Should it be changed? How and why? Are there certain areas in which Blacks cannot be expected to excel? Mexican Americans? Puerto Ricans? Indians? Whites? On what do you base your answers?

Question Group III:

Can members of all racial groups obtain executive jobs in your area? Name one black executive or administrator. Name executives in other minority groups. Have you thought about this before? What can you do about it?

Can any action plans come from this discussion?

ROLEPLAY IV

Mr. & Mrs. Lightfeather, an Indian couple, are attending a meeting of a community curriculum subcommittee. This is a group of parents along with a teacher-consultant who have decided to get together and make recommendations for textbooks to be used in the school district. Mr. &

Mrs. Lightfeather are the only Indian parents on any school-community policy group, although there are many Indian children in this school district. The other participants are white. The Lightfeathers point out that the textbooks now in use show Indian people in an unfair light. They mention book descriptions of Indians as "savages who beat out the brains of white babies," and references to "drunken and irresponsible Indians." They recommend the use of history books and other materials that present a true picture of this country's Indian backgrounds and contributions. The rest of the group rejects these recommendations. They feel that the Lightfeathers are too sensitive, and that books describing Indian massacres are true. They protest that it is too expensive to buy books that "cater to" Indians. The Lightfeathers say this is a racist point of view, and continue to insist that the present books are unfair and degrade Indians in the worst way. The others hold to their view that even if this were true, the school board would never accept such sweeping changes. Players needed are the couple, a teacher, and 2-6 other parents. The initial roleplay should run for at least 15-20 minutes.

Discussion Questions

Starter: Let each participant tell how he felt in his role.

Question Group I:

Are the Lightfeathers right? Why or why not? Are the others right? Why or why not? Who decides what textbooks should be used in your school district? Is the present policy a good one? Are there specific textbook guidelines for local use? Should there be? Does your group have the power to draw up and suggest guidelines? Are there any local recommendations for nondiscriminatory materials in your school district? What is your position on this?

Question Group II:

Expand this to the wider society. The Lightfeathers seem to be quite involved in school decision making. What should the relationship be between parents and the school? How far should parents be allowed to go in making decisions? How far should teachers be allowed to go in making decisions? Who ultimately controls education? Who *should* control it, or should there be control? What is the present apparatus for parent and community decision making in your school district? Should this be changed, or is it satisfactory? If things are good, what can be done to keep it that way? If they are not good, what changes are needed?

Can any action plans come from this discussion?

At this point the "Extra Dimension" can be added, (refer to Instructions).

SITUATION V

Mitt High School is in an all white district in a suburban "bedroom community" of well-to-do homeowners. Most of the students are college bound and have high academic achievement levels. The teachers are well qualified and have a number of resources at their fingertips. The only organized student protest occurs over more parking space for student cars.

However, the incidence of drug taking at the school is very high. Some students place it as high as 60-65%. Narcotics range from pep pills and airplane glue through marijuana to cocaine, heroin, LSD, STP, and speed. Recently, in a legal crackdown, the police department and the local youth agency got the school's cooperation to station student drug informers in the school. One informer was found and severely beaten by the other students.

The local education association has formed a human relations subcommittee, but they rarely meet. They have informed the committee chairman and the association president that there are no human relations problems for consideration, due to the absence of racial tension in the area.

Discussion Questions

Question Group I:

Do you consider drug abuse a human relations problem? Why or why not? Is the

human relations subcommittee right—is this a problem for them? Should other groups examine this problem instead? Which others? What would you do if you were the human relations chairman?—a teacher in the school? —the principal?—a parent?—a student in the school?

Question Group II:

Can this situation be resolved by the police and the youth agency? Can this situation be resolved by the school? Were student informers necessary? Are student informers necessary in other situations? If so, name the situations. If not, justify why not. Are adults ever placed in a situation where they must report on each other? When, where, and why? Is this desirable or not? What would *you* do if asked to "inform?"

Question Group III:

Expand this to the wider society. Many people think of "human relations" problems as racial only. Name other human relations problems. Are any of these problems found in your area? Discuss. What have you done, as an individual and as a group? What will you do?

Can any action plans come from this discussion?

Compose your own situations for depth discussions—

student unrest,

environmental education,

racial awareness,

teacher-principal-superintendent relationships,

any others that apply.

The subjects are limited only by the problems you face.

It's your thing!

COMMITMENT TO ACTION!

I'd like to speak about your own responsibility to take leadership. Join the local association in your locality, get your friends and colleagues to join, attend the meetings, become active to improve education for the poor and powerless in your community, and otherwise work for the protection of welfare of teachers and children in your community.

Yo quiero hablarles de vuestra responsabilidad al asumir posiciones dirigentes. Deben hacerse miembros de sus asociaciones locales, convenzan a sus amigos y colegas a inscribirse, asistan a mitines, háganse activos para mejorar la educación para los pobres y los que no tienen influencia en su localidad, y, por otra parte, luchen por la proteccion y bienestar de los maestros y los niños de su comunidad.

Mr. George W. Jones, Director
Center for Human Relations – NEA
Statement from Ninth Annual
NEA–CHR Conference, 1971

Our hope survives–
that all races, all cultures
can be recognized
for what they have done and
can do.

This is our goal, this our dream–
and each one of us
must acknowledge and accept
the challenge.

Nuestra esperanza subsiste
que todas las razas, todas las culturas
puedan ser apreciadas
por lo que han creado y por lo que
pueden crear.

Este es nuestro objetivo, este es nuestro anhelo
y cada uno de nosotros
debemos reconocer y aceptar
este reto.

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The Center for Human Relations offers assistance in procuring human relations information; ethnic and multi-ethnic studies and materials development; and processing appeals for civil liberties violations. It conducts and assists in workshops about student unrest, desegregation, community involvement, and bilingual, Indian, and urban education. The Center also helps in special projects development and human relations organization.

El Centro de Relaciones Humanas asesora ofreciendo información sobre las relaciones humanas; desarrollando materiales y estudios étnicos y multi-étnicos; y procesando apelaciones contra violaciones de las libertades civicas. Dirige y coordina mesas redondas sobre el descontento estuaiantil, la desegregación, la integración comunal y la educación india-americana, urbana y bilingüe. El Centro asimismo colabora en el desarrollo de proyectos especiales y en la organización de las relaciones humanas.

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